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ABSTRACT

In spring 1974, the Bureau of Indian Affairs (BIA) embarked on a specific project related to Indian control of schools. The objective was to have, by the end of FY 75, at least 1/4 (50) of the bureau schools operating under a management system chosen by those served by the schools. This report reflects progress on the project, covering June, July, and, in some instances, August 1974. BIA education personnel started working with Indian tribes relative to assuming control of schools at least five years ago, also developing ongoing activities directedly related to the project objective which have a similar but different conceptual base. Considering options, this first progress report reflects a period of adjustment to these ongoing activities. For FY 75, 78 schools will be included in the project, 50 of which are Alaskan day schools. A review of existing contract schools revealed that seldom does a tribe take over complete control of a school, especially if it is a Federal school. Most schools are a combination of the options (a tribe may choose to continue a Federal operation, take over via a contract, operate under public arrangements, or do a combination of these). However, tribal control, even for combination or cooperative schools, does take place. Appendix A gives Presidential/Secretarial objectives for Indian control of schools; Appendix B gives an example of the operating plan developed by each BIA area office. (KM)

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RESEARCH AND EVALUATION REPORT SERIES NO. 29.01

CONTROL OF INDIAN EDUCATION IN BIA SCHOOLS

A PROGRESS REPORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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OFFICE OF INDIAN EDUCATION PROGRAMS
BUREAU OF INDIAN AFFAIRS
1951 CONSTITUTION AVENUE, N.W.
WASHINGTON, D.C. 20245

AUGUST 1974

RC 080040

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DEPARTMENT OF THE INTERIOR

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BUREAU OF INDIAN AFFAIRS

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United States Department of the Interior

BUREAU OF INDIAN AFFAIRS
WASHINGTON, D.C. 20242

IN REPLY REFER TO:

To The Reader:

The Education activity of the Bureau of Indian Affairs embarked on a specific project related to Indian control of schools, which was accepted as an objective by the Secretary of Interior. The objective states:

> "By the end of Fiscal Year 1975, at least one-fourth (50) of the Bureau schools will operate under the Management System chosen by those served by the schools."

The project was initiated officially this past spring when it was discussed with Area Directors and with their chief Education Officers.

This report reflects progress on the project which covers the time of June, July, and in some instances August of 1974. Officially, it covers the first reporting period of the project, the month of July 1974.

To me, the report is encouraging and does reflect that Indian communities are accepting responsibilities related to taking over control of their schools. It is also important to realize that the transition of control of education to Indian communities was started about six years ago and was given special impetus by the Policy for Self-Determination. In a sense, this Progress Report is an updating of the transition. In another sense, it is a report of a new and concerted effort by the Bureau to better coordinate and strengthen activities related to Indian control of schools.

Since this is a Progress Report, there will be others that will follow. In conclusion, I believe that each reader will find the situation encouraging and viable and, like myself, will look forward to further progress.

Clennon E. Sockey, Director
Office of Indian Education Programs

Project Manager, Secretarial Objective
on Indian Control of Education

PART I

INFORMATION SUMMARY

A significant factor pertaining to implementing the project concerned the on-going nature of the activity. BIA Education personnel started working with Indian Tribes relative to assuming control of school at least five years ago. Therefore, there are on-going activities directly related to the objective which have a similar but different conceptual base. The objective deals with options and most on-going activities deal with the issue in terms of contracting only. This first progress report reflects a period of adjustment to these on-going activities.

Project development was intensive in the Spring of 1974 and was formalized in May and June.

The objective was formally and officially communicated to Education officers on June 20, 1974, at a meeting in Albuquerque, New Mexico. All Area Offices were represented at this meeting.

An operating plan has been developed by each Area Office. An example is included in Appendix B of this report.

The concept of "Options" has been followed strictly in developing the project.

A training package is mostly completed and has been used successfully with Area Offices and Tribes.

Indications are that the 100 presentations will be exceeded as Areas reported that 152 schools will be included.

Currently, 78 schools will be included in the project for the 1975 Fiscal Year. This will change as the project progresses. Fifty of these 78 are Alaskan day schools. The objective calls for 50 schools to participate in the project. Indications are that this quota can be met. Some Areas have not as yet made decisions concerning this part of the project.

Four schools are currently very serious about contracting.

No schools had made final decisions.

A review of existing contract schools revealed that seldom does a tribe take over complete control of a school, especially if it was a Federal school. Most schools are combinations of the options. However, tribal control, even of combination or cooperative schools, does take place.

Additional monitoring procedures are being developed and reviewed.

TABLE 1

MONTHLY SUMMARY

CONTROL OF INDIAN EDUCATION IN BIA SCHOOLS

MONTH: July 1974

AREA OFFICES	Developed Operating Plan	Are Not Participating	Attended Orientation Workshop	No. of School Presentations	No. to be included in 50 quota	No. of Schools Serious About Contracting	No. of Needs Assessment Made	No. of Official Decisions Made	
Aberdeen	X		X	2	9	1			
Albuquerque	X		X		3				
Anadarko	X		X	4	4	1			
Billings	X	X	X						
Eastern	X		X	11					
Juneau	X		X	50	50				
Minneapolis	X	X	X						
Muskogee	X		X	6					
Navajo	X		X	91	12	2			
Phoenix	X		X	18					
Portland	X	X	X	1					
Sacramento	X	X	X						
TOTALS:				152	78	4			

NOTE: Areas not participating either have no Federal school or have only one, which is not ready to consider contracting.

TABLE 2

SCHOOLS, BY AREA OFFICE, WHICH ARE PARTICIPATING AND ARE PART OF THE 50 QUOTA

ABERDEEN AREA OFFICE:	NUMBER
Crow Creek Elementary	
Lower Brule Elementary and High School	
Wambalee Day School	
Kyle Day School	
Allen Day School	
Porcupine Day School	
Manderson Day School	
Loneman Day School	
Fort Totten Community School	
AREA TOTAL:	9
ALBUQUERQUE AREA OFFICE:	
San Felipe Day School	
Acomita Day School	
Institute of American Indian Arts	
AREA TOTAL:	3
ANADARKO AREA OFFICE:	
Concho Boarding School	
Chilocco Boarding School	
Fort Sill Boarding School	
Riverside Boarding School	
AREA TOTAL:	4

JUNEAU AREA OFFICE: Juneau has a situation wherein it may be possible to pass control of Federal Schools to communities using the public school option. This would place Alaskan Native communities in control of schools under State

statutes. Negotiations are taking place between Native groups, the State of Alaska, and the Bureau of Indian Affairs. Details relative to exact schools involved will emerge during the year. For this report, all 50 day schools can be included.

AREA TOTAL: 50

NAVAJO AREA OFFICE:

Leupp Boarding School
Shiprock Junior High School
Aneth Boarding School
Nenahnezad Boarding School
Sanostee Boarding School
Shiprock Boarding School
Teecnospos Boarding School
Toadlena Boarding School
Beclabito Day School
Cove Day School
Red Rock Day School
Aztec Bordertown Dormitory

AREA TOTAL: 12

ABERDEEN	9
ALBUQUERQUE	3
ANADARKO	4
JUNEAU	50
NAVAJO	12

BUREAU TOTAL: 78

PART II

MAJOR TASK REVIEW

The review of the major tasks is done in relationship to the data reported by Area Offices. The Major Tasks are ordered according to the Bureau's "Operating Plan" and are taken from it verbatum.

MAJOR TASK ONE: Develop Overall Strategy

This task has been accomplished, but should be reviewed critically.

MAJOR TASK TWO: Develop Training Packages

The training packages are over 50 percent complete. The basics of the objective have been produced in filmstrip form with an accompanying audio (tape). This aspect has been field tested and modified. As far as developed, the training package has been well received and has achieved the purposes for which it was intended.

MAJOR TASK THREE: Preparation of Area Offices for Implementation

This has already taken place and continuous followup is indicated.

MAJOR TASK FOUR: Develop and Implement a Monitoring Process to Provide Monthly Report of Progress of Presentations and Related Action

This has been developed and communicated to the Field. Area Operating Plans have been developed and reported to the Central Office. The Monthly Report for July, the first official reporting period for the Objective, has taken place. Additions to the monitoring system have been developed and are being reviewed. (See Part III of this report).

MAJOR TASK FIVE: Presentation to tribal groups

This has started and early indications are that there is the potential for 78 schools for the 1975 Fiscal Year. While some formal presentations have already been made, most will be accomplished during September and October. The Central

Office has assisted with sessions involving seven schools and all the Alaskan Day Schools. First reports indicated that the presentation process will have to be made several times in order to communicate fully with Indian People regarding each school. This takes time.

MAJOR TASK SIX: Conduct Needs Assessment

Needs assessment will be conducted as the project progresses. At the conclusion of July, indications were that about 10 schools would be undertaking this process sometime during the fall.

MAJOR TASK SEVEN: Tribal Resolution Expressing Decision

None as yet as this is very early in the project.

MAJOR TASK EIGHT: Execution of Options

None as yet as this is very early in the project.

PART III

PROPOSED PROGRAM REVIEW AND AUDIT PROCEDURES

A Part of the Monitoring and Evaluation Procedures for the Secretarial Objectives Pertaining to BIA School Management Options

It has been suggested that the monitoring process related to the Secretarial Objective, BIA School Management Options, could be improved by including procedures which would develop additional information. In discussing needs for additional information, it was determined that the following objectives could serve as guidelines. The objectives for the Program Review and Audit Procedures would be to:

- Provide factual documentation and further proof of accomplishments as related to the objective.
- Identify actual and potential benefits to Indian People that are not a basic function of the School Management Objective, but can nonetheless be attributed to it.
- Review progress on the objective and make recommendations for improving efficiency and effectiveness.
- Identify effective practices and disseminate them to other BIA offices.

The program review aspect is a form of assessment. The audit activity is to determine the extent to which an Area-wide program is progressing according to the operating plan. The audit will address the question, "Do activities reflect the plans?" The combination of the program review and audit will provide an overall assessment of progress for an Area.

The Approach: A set of criteria which reflect program concerns will provide guidance for a four person team to use in the review and audit procedure.

The Team: The four person team may be increased to six, if the work to be reviewed requires it. Basic composition of the team would be:

Central Office Education
Outside-of-Government
Another Area Office
Area Office being reviewed

If the above group does not contain an Indian, then at least one of the additional members should be Indian.

Time: Site visits should occur during the months of December (1974) - February (1975). The time for each visit will vary and will depend on such things as geographic size of Area, number of schools involved, depth of the review.

Report: The report of the review and audit should be discussed with Area personnel and a draft of a written copy left with them before a team leaves an Area Office. Nothing should be written in the report that is not discussed orally.

Preparation: Area Offices should receive ample notice prior to the review and audit. Advance notice makes it possible for Area Offices to gather supporting information before the team arrives and will improve the general efficiency of the entire process. Area Offices participating in the review and audit procedure will likewise have advance notice of the criteria to be used.

Content of the Review: The criteria will for the most part structure the review and audit activity. Even so, there should be flexibility to go beyond the criteria. When it is deemed necessary to go beyond the criteria, this should be clearly described in the report and communicated to Area personnel.

Tribal Involvement: Tribal officials will be key individuals concerning the review and audit procedure. Team members should have experience in communicating with them.

CRITERIA:

1. Tribal representatives are knowledgeable of the opportunities regarding the school management options.

2. BIA personnel at all levels are familiar with the program and understand its purposes.
3. Meetings have taken place between tribal members and BIA officials and more are planned.
4. Tribal members, other than officials of the tribal government, are aware of the opportunities to assume control of the school.
5. There is documentation available which reflects:
   a. Initial meetings wherein the school management option was mentioned.
   b. Detailed planning reflecting thorough orientation of BIA personnel who manage the project.
   c. Decisions made by tribes and some explanation of why they did so.
6. There is evidence that the school management option program will continue beyond Fiscal Year 1975.
7. There is evidence that the school management option has a spin-off effect to other BIA programs and has increased tribal desire to assume control of their affairs. (Note: Factual evidence to support this criterion should be supplied. Subjective opinions which are unsupported by fact should not be reported).

It should be understood that the review and audit procedures are "proposed." Acceptance of the procedure require that the next step be a refinement of what has been presented above.

PART IV

CRITICAL REVIEW

It is very early in the project and all indications are that it will take additional efforts and time to achieve full understanding. Communication of the project has started and will continue throughout the year. However, the significance of an "adjustment period" should be recognized. The adjustment period refers to that time in the project when common understanding of what should and does take place is being achieved. This first report indicates that an adjustment period does exist.

The concept of "options" is presenting some problems. Existing efforts regarding Indian control of Federal Schools are based on the understanding that the BIA contracts or it does not. Options means that the tribe may choose to continue a Federal operation, take over via a contract, operate under public arrangements or a combination of these. Understanding and acceptance of the concept of the "option" has not been achieved throughout the Department and the Field.

Considering all Area Offices, the Eastern Area (Mississippi Choctaw, Florida Tribes, New York) is at a distinct disadvantage. Their education services and support staff are handled informally by personnel of the Washington Education Office. Consequently, the Eastern Office is handled unfairly in relationship to other Area Offices. Central Office personnel have responded positively and helpfully and the Area Director has done the same. However, the difference is marked when compared to the situation in Area Offices wherein all have support staff in Education. If at all possible, the Eastern Area should have official, formal support staff in Education. Until this is done, the Education program, which includes this project, will continue to be handled informally on a maybe basis.

Presentation of the project is essentially the communication of it throughout BIA operations. A start has been made but the first report indicates that this will take time to cover the Field thoroughly and with satisfactory understanding. It was originally thought that this may take less time than planned. Current information indicates that it will take the time allotted to it.

The additional monitoring procedures should be reviewed critically. They will add costs to the project and at this early point, the need is questionable.

The numbers presented in Tables One and Two will change as the program unfolds. This change will be influenced by a number of factors including, tribal decisions, better understanding of the program, and public school officials decisions.

Area Offices, Tribes, Central Office Education, Other BIA Offices, and the Department are cooperating to achieve the objective. A wholesome situation exists.

CONTROL OF INDIAN EDUCATION IN BIA SCHOOLS

Presidential/Secretarial Objectives for Secretarial Operational Planning System

Morris Thompson
Commissioner of Indian Affairs

Clennon E. Sockey
Director
Office of Indian Education Programs

Bureau of Indian Affairs
Washington, D. C. 20245

May, 1974

RC 008041

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PRESIDENTIAL/SECRETARIAL OBJECTIVES

Introduction and Statement of the Objective

Objective: By the end of Fiscal Year 1975, at least one-fourth (50) of the Bureau Schools will operate under the Managment System chosen by those served by the school.

The Interior Department has implemented what is called the "Secretarial Operational Planning System (OPS)." In essence, this amounts to achieving accountability through management by objectives. The point of departure for such a system is the development of objectives which provide guidance and goals for employees to achieve. The above-stated objective is one that has been provided to the Department and accepted as a Secretarial Objective for the Bureau of Indian Affairs Education activity for the 1975 Fiscal Year. In time, it is possible that Secretarial Objectives will be adopted as Presidential Objectives. However, for the time being, the above has been officially adopted as a Secretarial Objective.

Departmental Manual material pertaining to the OPS requires the designation of a Project Manager. The Commissioner has designed Central Office Program Directors as Project Managers, therefore, the Director of the Office of Indian Education Programs is the Project Manager for Presidential/Secretarial Objectives in Education. The "OBJECTIVE STATEMENT" which follows, provides additional details concerning this particular objective.

UNITED STATES
DEPARTMENT OF THE INTERIOR

OBJECTIVE STATEMENT – PRESIDENTIAL/SECRETARIAL OBJECTIVES
SECRETARIAL INFORMATION SYSTEM

Date	Project Manager	Approval *(Asst. Secy.)*	Approval *(Under Secy.)*
	Director, Office of Indian Education Progs, BIA		

Objective

By the end of F.Y. 1975 at least one-fourth (50) of the Bureau schools will operate under the management system chosen by those served by the school.

Approach

The people served by all schools operated by the Bureau of Indian Affairs will review and determine the management system for that school, including the various options and alternatives available to upgrade, change and innovate education programs for Indian children, through a series of meetings of tribal and community representatives and Bureau of Indian Affairs area and agency officials. By May 30, 1974, the Office of Indian Education Programs will develop a training package which will be designed to help a school board, staff, students, parents, tribal leaders and others concerned to assess their school's programs and needs and to understand the management options which are available for operating that school; ie: Continued Bureau operation, public school, contract, etc. During June 1974, Central Office staff will explain the objective and the use of the training materials to each Area Office in which schools are operated. In accordance with schedules to be developed by Area Offices by June 15, 1974, Area Offices will make a total of 100 presentations during FY 1975 to tribal groups, and through the tribe, local communities and school boards as a means of preparing one-fourth (50) of the Bureau schools to undertake a comprehensive needs assessment leading to greater participation in program planning. The tribes and/or school boards of each of these 50 schools will be asked to prepare a resolution on their choice of a management system for the continued operation of the school which is consistent with the local and National interests and regulations.

Constraints

In order to accomplish an objective of this magnitude, a high priority will have to be developed for staff at all levels. Other developmental activities will have to assume a lower priority.

THE APPROACH AND PROCESS

Program development for the objective was approached in such a manner as to reflect the belief that such a decision should be an informed one. To make a decision about the management system for a school, the best and most reliable information possible should be provided the decision makers. Consequently, a process approach was developed which will make it possible for Indian People to make informed decisions concerning the management system for their schools.

The steps in the process are as follows:

(1) Identification of schools.

(2) Presentation of program to Indian People.

(3) Conducts needs assessment for that school.

(4) Provide needs assessment information to Indian People for decision making purposes.

(5) Obtain formal resolution for decision from Indian People.

(6) Follow-up at that particular school.

Another important aspect of the approach is that it is basically educational and contains the mechanism for improving the school. It is organized in such a manner that makes it possible for the school to identify their educational needs, determine which management option they desire, then, follow-up according to identified goals and needs. The management system selected by a community or school board can take the results of the needs assessment and start improving the educational situtaiton for that school. Basic improvement of the quality of education for a school is an important part of the approach.

PROJECT TASKS

Program development describes the overall project in terms of eight (8) Tasks to be accomplished:

(1) Development of overall strategy.

(2) Training package development.

(3) Preparation of Area Offices for implementation

(4) Monitoring and Reporting System.

(5) Area Office presentation to tribal groups.

(6) Needs assessments conducted at 50 schools.

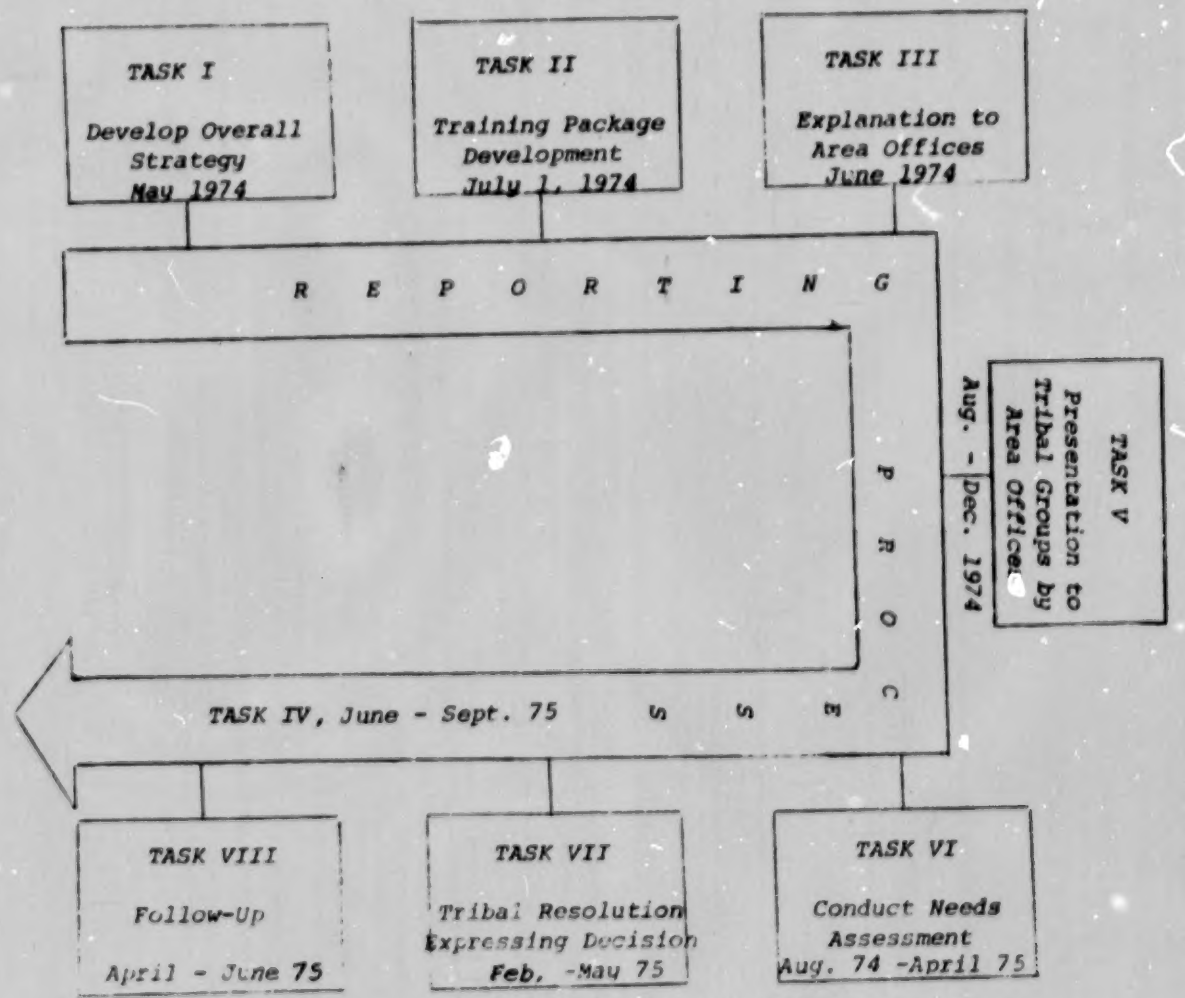
(7) Decision-resolution by tribal groups.

(8) Follow-up at school to implement decisions.

The following chart illustrates the relationships between the Tasks and provides suggested times for accomplishment.

PROJECT TASKS

PRESIDENTIAL/SECRETARIAL OBJECTIVES: BIA SCHOOL MANAGEMENT DETERMINATION



EXPLANATION OF PROJECT TASKS

(1) Overall Strategy: Every project must have a Master Plan. What you are reading at this moment is the document that describes the overall strategy and is the product of Task I.

(2) Training Package: Putting the overall concept in the form that can be used throughout the Bureau is what is intented in this Task. This package can be used with Field Personnel and with Indian communities. It is to be developed cooperatively with Central Office and Area Office personnel working together. The training package will serve as a basic curriculum for the workshop to be held, the purpose of which is to communicate the program to a wider audience.

(3) Explanation to Area Offices: This is a meeting which will be attended by key Area Office personnel. The basic purpose is to impart what has been developed and to gain wider participation in the developmental process.

(4) Reporting Process: A key factor in the entire project and one on which the overall success of the OPS depends. This refers to the flow of information so that progress can be determined. It is basic, important and needs to be supported by all personnel at every level of operation. It is presented in greater detail later in this paper.

(5) Presentation to Tribal Groups: Area Offices are to present the program to tribal groups who are ready to consider the various options for the management system for their schools.

(6) Conduct Needs Assessment: This is the process out of which will come information to be used in the decision-making process. Essentially, it is an evaluation of the school and an investigation of the various

options to be considered. This is a somewhat structured activity and is a part of the training package.

(7) Tribal Resolution Expressing Decision: Each Indian group will have to provide a formal decision to the Bureau regarding the management option issue to which this process addresses itself.

(8) Follow-Up: There is a follow-up to be provided to each school which participates in the project. The type of follow-up will depend on the decision made by the local Indian group. It may be a change of the management system and in all cases, it will mean changes aimed at improving the quality of education.

PROJECT RESPONSIBILITIES

Program development has been approached in such a manner as to reflect a common division of labor: (1) The Central Office is to provide program development for Bureauwide strategies. This means that the role of the Central Office is definitely non-operational and national in scope. (2) Area Offices have been considered operational units of the program. They are to take the broad general outline of the program that has been developed and assume responsibility for implementation. The Central Office can provide limited technical support and some training in relationship to the project. The details of the project are to be carried out by Area Offices. Gathering information on a Bureauwide basis (Reporting Process, Task 9) is a joint key responsibility for the Central and Area Offices.

Table I, which follows describes plausible responsibilities for the project.

TABLE I

PROJECT RESPONSIBILITIES

	Central Office	Areas	Agency	School
TASK I Develop Overall Strategy	(X)	X		
TASK II Training Package Development	(X)	X		
TASK III Explanation to Area Offices for implementation	(X)	X		
TASK IV Monitoring and Reporting Process	(X)	(X)	X	X
TASK V Presentation to Tribal Groups by Area Offices		(X)	X	(X)
TASK VI Conduct Needs Assessment	X	(X)	X	(X)
TASK VII Tribal Resolution Expressing Decision		X	(X)	(X)
TASK VIII Follow-up	X	(X)	X	(X)

X = Participation

(X) = Major Responsibility

PROGRAM THRUST

The school management objective is a direct thrust in implementing the policy of "Self-Determination" as related to the Bureau's Education program. At the heart of Self-Determination in Education is the control of schools. Control consists of three essential aspects of a school operation: (1) budget, (2) personnel, and (3) curriculum. To have basic control of a school, the community must have legal control and responsibility for budget, personnel, and curriculum. There are perhaps other aspects of control, but basically, these three provide community control of a school.

The BIA has for several years been involved in turning over to Indian communities control of education activities. This objective is designed to provide structure to the process of turning control of education over to Indians. It is important to note that much thought and effort has already been devoted to the general process of turning control of education over to Indians. About two years ago, the BIA developed program material called Communities Have Options in Control of Education (CHOICE) which dealt at length with the policy of Self-Determination as related to BIA Education operations. The two brief and basic documents describing CHOICE have been revised and brought up to date so that the content relates well to the Presidential/Secretarial Objective regarding the management option of a school. These two booklets are available in quantity as they do provide basic descriptive information pertaining to this objective.

-11-

SELECTION OF SCHOOLS

The objective states that one-fourth (50) of the Federal Schools will be given the opportunity to decide the management system for their choice. The selection of the schools for the project is the responsibility of Area Offices and there are no plans at this point in the program to stipulate a proportionate number for each Area to include. The approach is to present the program to Area Offices and ask that they report to the Central Office by October 1 for the schools to be included in the project. After reviewing the reports on a Bureau-wide basis, adjustments can be made.

REPORTING PROCESS
AREA OPERATIONAL PLAN

Each Area Office is to prepare an Area Operational Plan and submit it to the Indian Education Resources Center (IERC) in Albuquerque. The Departmental from "Operating Plan - Presidential/Secretarial Objectives," which follows. is to be used in reporting the Area Plan. It is possible and recommended that each Area Office prepare a plan in narrative style that has more detail than is reported in the form. Please note that there is a form "Detail Work Sheet," also from the Department, that may be used by Area Offices. The Area Office Operational Plan is to be submitted to Central Office by August 1, 1974.

UNITED STATES
DEPARTMENT OF THE INTERIOR

OPERATING PLAN – PRESIDENTIAL/SECRETARIAL OBJECTIVES
SECRETARIAL INFORMATION SYSTEM

Project Manager	Title	Org.

Objective:

DATE OF PLAN	REVISED *(date)*

LEAD PERSON	MAJOR TASKS	PLN. VS. ACT.	TIME FRAME		RSRCS.	KEY ACTIONS OR DECISIONS	BY	DATES	
			START	END				PLN.	ACT
		P							
		A							
		P							
		A							
		P							
		A							
		P							
		A							
		P							
		A							
		P							
		A							

OPS NO. 2

OPERATIONAL PLAN - DETAIL WORK SHEET

OBJECTIVE (TITLE): _____ PROJECT NO.:

MAJOR TASK Nº ___:

LEAD PERSON:

ASSIGNEE	SUB TASK / ASSIGNMENT	PLANNING TIME FRAME	
		START	END

AREA/AGENCY MONTHLY REPORT (Form BIA/OPS-01E2)
Presidential/Secretarial Objectives Project (Education)

The following report form is to be completed each month by an Area or Agency Office. The Area Office is to complete one (1) for the Area level operation. The report form is prepared in such a manner that Agencies may use it to report to Area Offices.

The report should be completed and submitted so that it reaches the Indian Education Resources Center (IERC) in Albuquerque by the 15th of the following month. Meaning, the report for September should reach the IERC by October 15.

While it is best to have the Area Office complete the report form, it may be done by telephone to the IERC. It should be noted that the report appears to be lengthy. Close inspection and use will reflect that its length is not a measure of difficulty. The form is easy to complete and in the long run much more efficient than a report requiring narrative statements. Area Offices should retain a copy for their records. When the form is completed by telephone, a copy of the information will be sent by the IERC to the Area Offices to confirm the accuracy of the information taken over the telephone. Telephone reports may be sent to 505/766-3314.

BIA/OPS-01E

AREA/AGENCY MONTHLY REPORT
PRESIDENTIAL/SECRETARIAL OBJECTIVES PROJECT (EDUCATION)
(School Management Objective)

Area/Agency Office: _____ Date: _____

Contact Person: _____

(1) This report covers the month of: (Check appropriate month)

____	July	____	January
____	August	____	February
____	September	____	March
____	October	____	April
____	November	____	May
____	December	____	June

(2) Bureauwide workshop: (Project Task 4) Check appropriate response

____ Area personnel plan to attend workshop (includes Agency and school staff)
____ Area personnel do not plan to attend workshop
____ Area personnel have already attended workshop
____ Comment: _____
_____

(3) Presentation of program to tribal groups: (Project Task 5) Check only one

____ Presentations are planned but have not been undertaken
____ Presentations have started and a few have been accomplished
____ Presentations are in the planning stage, only
____ Presentations have started and we are about half completed
____ Presentations have started and we are about 75 percent completed
____ Presentations have been completed

(4) Presentations have started and the following number have been accomplished (Project Task 5) Check appropriate number

____	1 school	____	8 schools	____	15 schools
____	2 schools	____	9 schools	____	16 schools
____	3 schools	____	10 schools	____	17 schools
____	4 schools	____	11 schools	____	18 schools
____	5 schools	____	12 schools	____	19 schools
____	6 schools	____	13 schools	____	20 schools
____	7 schools	____	14 schools	____	None

(5) Please indicate if you have or have not determined schools that will participate in the project (Project Task 5) Check only one

____ The schools to participate have been determined.
____ The schools to participate have not been determined.
____ Part of the participating schools have been determined.
____ Our Area does not have any participating schools.

If the last item is checked, please document with supporting material that is attached to this report.

(6) Our Area Agency will have the following number of participating schools: (Project Tasks 5 and 6) Check only one

____	1	____	6	____	11	____	16	____	None
____	2	____	7	____	12	____	17		
____	3	____	8	____	13	____	18		
____	4	____	9	____	14	____	19		
____	5	____	10	____	15	____	20		

(7) Needs Assessments (Project Task 6)

____ Needs assessments are in the planning phase, but have not started
____ Needs assessments have been started and are underway
____ All needs assessments have been completed

(8) How many needs assessments have been accomplished? (Project Task 6) Check the appropriate number

____	1	____	6	____	11	____	16	____	None
____	2	____	7	____	12	____	17		
____	3	____	8	____	13	____	18		
____	4	____	9	____	14	____	19		
____	5	____	10	____	15	____	20		

(9) Tribal decisions/resolutions (Project Task 7) Check the appropriate response

____ It is too early in the project, none as yet.
____ We plan to have one or more within the next month.
____ Some have been determined, but more remain to be decided.
____ This task has been completed.

(10) If some tribal groups have decided, indicate the number that have done so. (Project Task 7)

____	1	____	5	____	9	____	13	____	17	____	None
____	2	____	6	____	10	____	14	____	18		
____	3	____	7	____	11	____	15	____	19		
____	4	____	8	____	12	____	16	____	20		

(11) According to decisions made by tribal groups, indicate the number of each management option that has been selected. (Project Task 7)

Number	Management Option
____	Tribal Control
____	Public School
____	Federal School
____	No decisions have been made

(12) How is follow-up progressing? (Project Task 8) Check one, only

____ Too early in the project, none started
____ Follow-up plans are being drawn up, to start soon
____ Follow-up is underway
____ Follow-up is completed

BIA/OPS-01E

(13) What is the major thrust of the follow-up? (Project Task 8) Check appropriate items.

_____ Change in management option
_____ Improvement of education program
_____ Other, please specify: _____

(14) Major problems? Please discuss briefly. _____

(15) Please attach any documentation you believe pertinent to this report.

_____ Additional documentation is attached

TRIBAL DECISION REPORT (Form BIA/OPS-02E)
Presidential/Secretarial Objectives Project (Education)

The report form is at the heart of the entire project and should be completed and submitted as soon as a decision is made by a tribal group. The instructions are self-explanatory and require a minimum of time to prepare. The report should be sent to:

Administrator, I.E.R.C.
Bureau of Indian Affairs
P. O. Box 1788
Albuquerque, New Mexico 87103

Telephone calls relative to this report should be made to 505/766-3314.

TRIBAL DECISION REPORT
Presidential/Secretarial Objectives Project (Education)

(1) Area: _____ (2) Date: _____

(3) Agency: _____

(4) School: _____

(5) Tribal group making formal decision: _____

(6) Date of formal decision: _____

(7) Please describe briefly the decision made: _____

_____

_____

_____

(8) Please describe briefly the follow-up activities to be planned: _____

_____

_____

_____

(9) Report submitted by: _____

a. _____
Education Official and Date

b. _____
Area Director Signature and Date

PLEASE ATTACH COPY OF FORMAL RESOLUTION, ETC., REFLECTING DECISION.

OPERATING PLAN, BUREAUWIDE, AND MAJOR TASK ASSIGNMENTS

UNITED STATES
DEPARTMENT OF THE INTERIOR

OPERATING PLAN – PRESIDENTIAL/SECRETARIAL OBJECTIVES
SECRETARIAL INFORMATION SYSTEM

Project Manager: Dr. Clennon E. Sockey

Title: Director, Office of Indian Education Programs

Org.

Objective: BUREAU OF INDIAN AFFAIRS/EDUCATION PROGRAM
By the end of Fiscal Year 1975, at least one-fourth of the Bureau Schools will operate under the Management System chosen by those served by the school.

DATE OF PLAN

REVISED (date)

LEAD PERSON	MAJOR TASKS	PLN. VS. ACT.	TIME FRAME START	TIME FRAME END	RSRCS.
Jerry Waddell	1. Develop Overall Strategy	P	4/5/74	6/20/74	
		A	4/15/74		
Thomas Hopkins	2. Develop Training Package	P	4/20/74	7/1/74	
		A	4/20/74		
William (Buck) Benham	3. Preparation of Area Offices for implementation	P	5/11/74	7/31/74	
		A	5/11/74	6/20/74	
Thomas Hopkins	4. Develop and implement a monitoring process to provide monthly report of progress of presentations and related action.	P	5/1/74	9/1/74	
		A	5/1/74		
Area Directors	5. Presentation to tribal groups	P	8/1/74	12/31/74	
		A			
Area Directors	6. Conduct Needs Assessment	P	10/1/74	4/30/75	
		A	10/1/74		

KEY ACTIONS OR DECISIONS	BY	DATES PLN.	DATES ACT
Strategy Approval	Commissioner	6/20/74	
Meet with Assistant Area Directors for Education Initial presentations at Area Offices	William Benham	6/20/74	
Approval of monitoring system Issue first report	Commissioner	7/31/74 9/1/74	
Notify tribal leaders of project scope, presentation schedule	Commissioner	8/1/74	
Tribal or school board agreement to undertake process	Tribal Leaders	10/1/74	

OPS NO. 2

OPERATING PLAN, BUREAUWIDE AND MAJOR TASK ASSIGNMENTS

BIA-Education continuation

UNITED STATES
DEPARTMENT OF THE INTERIOR

OPERATING PLAN – PRESIDENTIAL/SECRETARIAL OBJECTIVES
SECRETARIAL INFORMATION SYSTEM

Objective: By the end of FY 1975 at least one-fourth of the Bureau schools will operate under the management system chosen by those served by the school.

Project Manager	Title	Org.
Dr. Clennon E. Sockey	Office of Indian Education Programs	

DATE OF PLAN		REVISED (date)	

LEAD PERSON	MAJOR TASKS	PLN. VS. ACT.	TIME FRAME START	TIME FRAME END	RSRCS.	KEY ACTIONS OR DECISIONS	BY	DATES PLN.	DATES ACT
W. J. Waddell	7. Tribal Resolution Expressing Decision	P	2/1/75	5/31/75		Expression of choice by tribe or school board			
		A							
Area Director	Execution of Options	P	4/1/75	6/30/75					
		A							
		P							
		A							
		P							
		A							
		P							
		A							
		P							
		A							

APPENDIX B

OPERATING PLAN

ABERDEEN AREA OFFICE

UNITED STATES
DEPARTMENT OF THE INTERIOR

OPERATING PLAN – PRESIDENTIAL/SECRETARIAL OBJECTIVES
SECRETARIAL INFORMATION SYSTEM

Project Manager	Title	Org.
Lyle G. Elton Aberdeen Area	Education Specialist	

Objective:

PRESIDENTIAL/SECRETARIAL OBJECTIVE:
By the end of Fiscal Year 1975, at least one-fourth of the Bureau schools will operate under the Management System chosen by those served by the school.

DATE OF PLAN	REVISED (Date)
7/15/74	

LEAD PERSON	MAJOR TASKS	PLN. VS. ACT.	TIME FRAME START	TIME FRAME END	RSRCS.	KEY ACTIONS OR DECISIONS	BY	DATE: PLN.
Lyle Elton	1.) Develop strategy for the Aberdeen Area	P	4-15-74			Approval of Area Plan	Director, Educational Services	7-1-74
		A	5/1/74	7/31/74				
Lyle Elton	2.) Explanation to Agencies for Implementation of Presidential Secretarial Objective	P	6/15/74			Meet with Agency Superintendents and Education Program Administrators.		
		A	7/1/74	9/15/74				
	3.) Implement monitoring process to provide monthly report of progress of presentations and related action.	P				Submission of Agency and Area reports		
		A	7/1/74	Objective Completion				
Lyle Elton & Agency Staff	4.) Presentation to tribal groups by Area Office and Agency staff. (Tentative schedule to be submitted at a later date)	P	7/1/74			Contact tribal groups for scheduled presentations.		
		A	7/25/74	12/31/74				
Area & Agency Personnel, School Staff & School Board	5.) Conduct Needs Assessment (Agency personnel, school staff and school boards will be instrumental.)	P	10/1/74	4/30/75		Contact Agency and School Board Officials and request they begin formulating plan for Needs Assessment.		
		A	8/15/74	1/30/74				
Education Program Administrators at agencies	6.) Tribal Resolution expressing their decision on school management option.	P	2/1/75	5/31/75		Decision by Tribal Council	Tribal Council	5/31/75
		A	1/15/74	5/31/75				

UNITED STATES
DEPARTMENT OF THE INTERIOR

OPERATING PLAN – PRESIDENTIAL/SECRETARIAL OBJECTIVES
SECRETARIAL INFORMATION SYSTEM

Objective:

Project Manager	Title	Org.	DATE OF PLAN	REVISED (Date)
Lyle G. Elton Aberdeen Area	Education Specialist			

LEAD PERSON	MAJOR TASKS	PLN. VS. ACT.	TIME FRAME START	TIME FRAME END	RSRCS.	KEY ACTIONS OR DECISIONS	BY	DATES PLN.	DATES /
Lyle Elton Agency Educ. Prog. Admin. and local school officials.	7.) Coordination of follow-up activities	P	5/31/75	Task Completion					
		A							
		P							
		A							
		P							
		A							
		P							
		A							
		P							
		A							
		P							
		A							

FS NO. 2

BEST COPY AVAILABLE

PRESIDENTIAL/SECRETARIAL OBJECTIVES PROJECT (EDUCATION)
(School Management Objective)

Area/Agency Office: Aberdeen Area Office Date: August 19, 1974

Contact Person: Lyle G. Elton

(1) This report covers the month of: (Check appropriate month)

X	July	____	January
____	August	____	February
____	September	____	March
____	October	____	April
____	November	____	May
____	December	____	June

(2) Bureauwide workshop: (Project Task 4) Check appropriate response

____ Area personnel plan to attend workshop (includes Agency and school staff)
____ Area personnel do not plan to attend workshop
X Area personnel have already attended workshop
____ Comment: _____

(3) Presentation of program to tribal groups: (Projec Task 5) Check only one

____ Presentations are planned but have not been undertaken
X Presentations have started and a few have been accomplished
____ Presentations are in the planning stage, only
____ Presentations have started and we are about half completed
____ Presentations have started and we are about 75 percent completed
____ Presentations have been completed

(4) Presentations have started and the following number have been accomplished (Project Task 5) Check appropriate number

____	1 school	____	8 schools	____	15 schools
X	2 schools	____	9 schools	____	16 schools
____	3 schools	____	10 schools	____	17 schools
____	4 schools	____	11 schools	____	18 schools
____	5 schools	____	12 schools	____	19 schools
____	6 schools	____	13 schools	____	20 schools
____	7 schools	____	14 schools	____	None

(5) Please indicate if you have or have not determined schools that will participate in the project (Project Task 5) Check only one

____ The schools to participate have been determined.
____ The schools to participate have not been determined.
X Part of the participating schools have been determined.
____ Our Area does not have any participating schools.

If the last item is checked, please document with supporting material that is attached to this report.

(6) Our Area Agency will have the following number of participating schools: (Project Tasks 5 and 5) Check only one TENTATIVE

____ 1	____ 6	____ 11	____ 16	____ None	
____ 2	____ 7	____ 12	____ 17		
____ 3	____ 8	____ 13	____ 18		
____ 4	_X_ 9	____ 14	____ 19		
____ 5	____ 10	____ 15	____ 20		

(7) Needs Assessments (Project Task 6)

____ Needs assessments are in the planning phase, but have not started
_X_ Needs assessments have been started and are underway
____ All needs assessments have been completed

(8) How many needs assessments have been accomplished? (Project Task 6) Check the appropriate number

____ 1	____ 6	____ 11	____ 16	____ None	
_X_ 2	____ 7	____ 12	____ 17		
____ 3	____ 8	____ 13	____ 18		
____ 4	____ 9	____ 14	____ 19		
____ 5	____ 10	____ 15	____ 20		

(9) Tribal decisions/resolutions (Project Task 7) Check the appropriate response

_X_ It is too early in the project, none as yet.
____ We plan to have one or more within the next month.
____ Some have been determined, but more remain to be decided.
____ This task has been completed.

(10) If some tribal groups have decided, indicate the number that have done so. (Project Task 7)

_X_ 1	____ 5	____ 9	____ 13	____ 17	____ None	
____ 2	____ 6	____ 10	____ 14	____ 18		
____ 3	____ 7	____ 11	____ 15	____ 19		
____ 4	____ 8	____ 12	____ 16	____ 20		

(11) According to decisions made by tribal groups, indicate the number of each management option that has been selected. (Project Task 7)

Number Management Option

1 Tribal Control
____ Public School
1 Federal School
____ No decisions have been made

(12) How is follow-up progressing? (Project Task 8) Check one, only

_X_ Too early in the project, none started
____ Follow-up plans are being drawn up, to start soon
____ Follow-up is underway
____ Follow-up is completed

(13) What is the major thrust of the follow-up? (Project Task 8) Check appropriate items.

_____ Change in management option
_____ Improvement of education program
_____ Other, please specify: Too Early To Tell

(14) Major problems? Please discuss briefly. NONE - Waiting for Training Package

(15) Please attach any documentation you believe pertinent to this report.

_X_ Additional documentation is attached

1. Identification of Schools
2. Trip Reports (2) of Presentations
3. Aberdeen Area Operational Plan